

THE RELATIONSHIP OF  
PRESCHOOL PARENTAL INVOLVEMENT TO  
STUDENT ACHIEVEMENT AND PARENT ACTIVISM

By

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A DISSERTATION PRESENTED TO THE GRADUATE COUNCIL OF  
THE UNIVERSITY OF FLORIDA  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF DOCTOR OF EDUCATION

UNIVERSITY OF FLORIDA

1980

## ACKNOWLEDGMENTS

I would like to thank the members of my committee, Dr. James W. Longstreth, Dr. Ralph B. Kimbrough, and Dr. William F. Breivogel, for the time and effort each of them gave to make this study possible. The chairman of my committee, Dr. Longstreth, deserves particular thanks for his guidance and encouragement.

I would also like to thank all of the students, parents, faculty, and staff members who assisted me in the study. In particular, I would like to thank Dr. R. Braby and Dr. Wayne Ham for the use of their experimental booklet. I would like to thank the principals of the schools involved in the study and the superintendent of schools, Joe R. Strickland, for their continued support.

The real sacrifices made during the past years have been those made by my husband, children, and parents. My heartfelt appreciation goes to my husband, Dwain, who provided the essential personal support for all of my success.

My sons, Dwain, Jr., and Rick, have accepted additional responsibilities in order that I might devote more time to this endeavor. My parents, Marshal and Lillie Belle Fort, have doubled for me on many occasions in caring for my husband and children in order that I could reach this goal.

To my family, I dedicate this work.

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Abstract of Dissertation Presented to the Graduate Council  
of the University of Florida in Partial Fulfillment of the  
Requirements for the Degree of Doctor of Education

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By

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June 1980

Chairman: James W. Longstreth  
Major Department: Educational Administration and Supervision

The problem studied was to determine if there were significant differences in student achievement and/or parent activism among five groups of children by examining (a) extra preschool parental involvement in two treatment groups and one control group, (b) those who were preregistered for kindergarten and those who were not, and (c) the amount of letter-name knowledge at the time of preregistration.

Four of the five groups, Groups A, B, C, and D, consisted of children whose parents preregistered them for kindergarten. Group E consisted of randomly selected kindergarten children who were not preregistered.

Groups A, B, and C were randomly selected from the sample whose parents indicated during preregistration that their children did not know more than two or three of the letter names of the alphabet. Group A received treatment of parental help in the form of an experimental



booklet for teaching letter names. Group B received treatment of parental help in the form of alphabet flash cards, and Group C served as the control group.

Group D was randomly selected from the sample whose parents indicated during kindergarten preregistration that their children knew more than two or three of the letter names. Group E's letter-name knowledge was unknown because they were not preregistered.

Student achievement was determined by the letter recognition score obtained on the California Test of Basic Skills (CTBS) during the spring of 1979. A parent activism score was determined subjectively by the principal, the teacher, and the curriculum assistant at the end of the kindergarten school year.

The data were analyzed by analysis of variance. Null hypotheses were tested at the .05 level of significance.

There was no significant difference found between the achievement test scores of Group A who received parental help with the booklet, and Group B who received parental help with the flash cards. There was, however, a significant difference between the achievement test scores of Group B (flash cards) and Group D, the group with prior letter-name knowledge. The scores of Group D were higher than Group B.

Both groups who received treatment (Groups A and B), when compared separately with Group D for parent activism rating, produced significant results. Group D, the group with prior letter-name knowledge, was found to have significantly more active parents than either Group A or Group B.

When Group E, the group whose knowledge was unknown due to not being preregistered, was compared with each of the other groups for achievement test scores, the only difference was when Group E was compared with Group D. Group D was found to score significantly higher. When these same two groups, Groups E and D, were compared for parent activism, Group D's parents rated extremely high, though not significant.

All significant differences found in each area referred to Group D, the group whose parents indicated they had prior letter-name knowledge when they preregistered their children for kindergarten. In each instance in which the difference was significant, Group D either scored higher on the CTBS letter recognition test, or Group D's parents were rated as being more actively involved.

The findings in the study support other research which stresses the great influence of the family and home environment on the child's academic success. The same parents (those of Group D) who offered their children experiences which enabled them to have prior letter-name knowledge were the same parents who were actively involved when their children entered school. Group D's achievement scores were significantly higher than those of Group B (flash cards) and those of Group E, the group whose prior knowledge was unknown.

## CHAPTER I INTRODUCTION

Parental involvement is important in the education of a child and in the child's school career. "Several studies have been conducted and a considerable body of literature has been written which indicate that the home has at least as much influence on school achievement as does the school" (Alexander, Galley, Greenwood, Johnson, Newell, Ramagli, Reyna, Smith, & Soar, 1979a, p. 74). Burton (1978) stated, "Parents can provide experiences for their children that will make those first crucial school years a happier time for everyone" (p. 12).

Gordon and Breivogel indicated that although efforts were made in the 1970s to return to parental involvement, further development was needed in this area. "Federal legislation for Title I, as well as for Head Start and Follow Through, mandates parent participation in decision making" (Gordon & Breivogel, 1976, p. 8).

During the 1970s implications were clear that the school principal and other administrators needed to involve parents in the activities of the school. Formal mechanisms in the form of Parent Teacher Associations (PTA) and Parent Teacher Organizations (PTO) groups were established. In 1973, the Florida legislature reflected knowledge and support of the concept of parent involvement in education through the enactment of statutory mandates for school advisory committees, which involved lay citizens in an advisory capacity at the

local school district level (Florida Statutes, 1977, Section 229.053). In 1975, the Florida legislature enacted the Early Childhood Education Act which required school districts to plan and implement early childhood and basic skills development programs involving parents.

[The enactment specified] the use of parents in the classroom and for home visitations and parent education in order to strengthen the role of the family and the home in the education process and to develop a cooperative relationship between the family, the home, and the school. (Florida Statutes, 1977, Section 230.2311 [4][n], p. 1076)

In 1979, the Florida legislature enacted the Florida Primary Education Program. The act required a new personnel classification, "the primary specialist," whose competencies included "the ability to suggest ways to facilitate parental involvement and parent education" (Ferrell, 1979, p. 68). Another way the act strongly emphasized parental involvement was as follows:

However, up to \$5 per student in grades K-3 may be used in the calculation of meeting the expenditure requirement of Section 237.34 Florida Statutes for activities which are planned to directly increase the parent or guardian involvement in his child's learning process and which enable the parent or guardian to improve the child's motivation and desire for success in learning, or otherwise assist the child in achieving school-related academic success. (Ferrell, 1979, p. 71)

The study herein was conducted as a result of prior-mentioned findings. One of these findings was the extensive amount of emphasis on the involvement of parents in the school in the administrative literature. Another finding was the emphasis on preschool parental involvement in relation to the impact it has on future school achievement. The study examines the effect of extra preschool parental involvement on student achievement and parent activism.

The study was to determine if there were significant differences in student achievement and/or parent activism among five groups of children by examining (a) preschool parental involvement in two treatment groups and one control group, (b) those who were preregistered for kindergarten and those who were not, and (c) the amount of letter-name knowledge at the time of preregistration. The first four groups, Groups A, B, C, and D, were preregistered by their parents. Group E's parents did not preregister them. Groups A, B, and C had very little knowledge of the letter names of the alphabet prior to preregistration. Group D had a considerable amount of letter-name knowledge, and Group E's knowledge of letter names was unknown. Groups A and B received separate treatments of extra parental help, and Group C served as the control group.

The study conducted examined parent involvement with parents helping their preschool children learn the letter names of the alphabet. According to Chisholm and Knafle (1978), several researchers have "reported letter-name knowledge as being an efficient predictor of first-grade reading success" (p. 2). However, the same authors reported other studies, which are discussed in detail in the review of the literature, in which those transfer effects were not found. Because of the implications for education in regard to this issue, Chisholm and Knafle (1978) suggested the necessity for further examination and experimentation (p. 2). Due to research which emphasizes letter-name knowledge as a predictor of reading achievement (Chisholm & Knafle, 1978; Jenkins, Bausell, & Jenkins, 1972; Williams, 1969), letter-name knowledge was used as the criterion for prior knowledge in the study.

Braby and Ham (Note 1) prepared a booklet for teaching the letter names of the alphabet which was used in the study. The booklet was designed to enable parents to teach letter names using a nonphonetic approach. The booklet was the treatment given to one of the experimental groups. The other treatment was flash cards containing the letters of the alphabet. The parents of this group assisted their children in learning the letter names through utilization of the traditional flash card method.

### The Problem

#### Statement of the Problem and Hypotheses

The problem studied was to determine if there were significant differences in student achievement and/or parent activism among five groups of children by examining (a) preschool parental involvement in two treatment groups and one control group, (b) those who were pre-registered for kindergarten and those who were not, and (c) the amount of letter-name knowledge at the time of preregistration.

Specifically, the following null hypotheses were tested with the .05 level of significance being accepted as the criterion for rejection.

1. There is no significant difference between the achievement tests scores of the students who received treatment of parental help in the combined Groups A and B and those who did not receive a designated treatment in the combined Groups C, D, and E.

2. There is no significant difference between the achievement test scores of Group A who received parental help with the

booklet and each of the three groups who did not receive a designated treatment (Groups C, D, and E).

3. There is no significant difference between the achievement test scores of Group B who received parental help with flash cards and each of the three groups who did not receive a designated treatment (Groups C, D, and E).

4. There is no significant difference between the achievement test scores of Group A who received parental help with the booklet and Group B who received parental help with flash cards.

5. There is no significant difference between the achievement test scores of Group E whose parents did not preregister them and any of the other four groups whose parents did preregister them (Groups A, B, C, and D).

6. There is no significant difference between the degree of parent activism of the combined Groups A and B who received treatment of parental help and the combined Groups C, D, and E who did not receive a designated treatment.

7. There is no significant difference between the degree of parent activism of Group A who received parental help with the booklet and each of the three groups who did not receive a designated treatment (Groups C, D, and E).

8. There is no significant difference between the degree of parent activism of Group B who received parental help with flash cards and each of the three groups who did not receive a designated treatment (Groups C, D, and E).

9. There is no significant difference between the degree of parent activism of Group A who received parental help with the booklet and Group B who received parental help with flash cards.

10. There is no significant difference between the degree of parent activism of Group E whose parents did not preregister them and any of the other four groups whose parents did preregister them (Groups A, B, C, and D).

#### Delimitations

1. The population for the study was confined to students entering kindergarten in one school year in a rural central Florida school district having three schools with kindergartens.

2. The students who were preregistered and withdrew from school prior to administration of the achievement test were withdrawn from the study.

#### Limitations

1. The amount of prior knowledge (i.e., small or a considerable amount) was based on information supplied by the parents regarding the child's ability to identify letter names.

2. There was no attempt to control any contamination effect caused by other forms of interaction which might have been present among or between the groups during the time of the study.

#### Justification for the Study

The literature of the 1970s reflected an interest on the part of parents becoming involved in their children's education. Gordon and



Breivogel (1976) indicated that parents want to help their children if only they had some guidance in how it should be done (p. 103).

Rajai (1978) stressed the point that "when it comes to home learning, parents have virtually abdicated their responsibility in helping educate their children" (p. 435). Rajai also indicated that abdication of responsibility lies at the core of many of the problems facing education which will continue to exist until parents give up taking "the easy way out" (p. 437).

The fact that parents did not help their children as they should, but that they would help if they knew how, led the researcher to believe that self-explanatory methods should be devised for parents to have specific instructions in helping their children. The prepared experimental booklet which was used in the study was organized in the manner just described. The booklet specified the exact steps parents should take in helping their children, and parental involvement was necessary for the booklet to be effective.

The findings of Alexander et al. (1979a) indicated the following: "More attention should be given to the development of strategies for bringing the home and the school together into a partnership designed to help the child achieve in school and life" (p. 76). According to Alexander, Galley, Greenwood, Johnson, Newell, Ramagli, Reyna, Smith, & Soar (1979b), "Involving parents as teachers of their own child appears to be the single most effective procedure for establishing a successful home-school relationship" (p. 10). These researchers indicated that a strong parent involvement component "can

and does have a significant impact on pupil basic skills achievement outcomes" (1979b, p. 9). Since there is a concern about parent activism, defined as (a) attendance at PTA or PTO meetings, (b) serving as school volunteer, and/or (c) attendance at parenting workshops, this study addresses whether preschool parental involvement has an effect. The information obtained contributes to the body of literature to be used by administrators in making decisions concerning preschool education and parent involvement.

### Assumptions

1. The information supplied by the parents regarding the child's ability to identify letter names was accurate.
2. Parents of the children in the treatment groups assisted their children in learning the letter names as they indicated they would, and the parents of the children in the other three groups did not.
3. The amount of prior letter-name knowledge was randomly distributed among Group E, the group who was not preregistered.
4. Parental help other than that included in the treatments was the same for all groups.

### Definition of Terms

Experimental booklet--A booklet prepared to teach the names of the letters of the alphabet by using the letter-name sound, rather than the phonetic sound.

Flash cards--Twenty-six prepared cards with the letter forms identical to the ones in the experimental booklet.

Group A--Students who were preregistered in kindergarten and whose parents indicated they did not know more than two or three of the names of the letters of the alphabet, and agreed to help them learn the letter names at home using an experimental booklet.

Group B--Students who were preregistered in kindergarten and whose parents indicated they did not know more than two or three of the names of the letters of the alphabet, and agreed to help them learn the letter names at home using prepared flash cards.

Group C--Students who were preregistered in kindergarten and whose parents indicated they did not know more than two or three of the names of the letters of the alphabet, and served as a control group.

Group D--Students who were preregistered in kindergarten, and whose parents indicated they knew more than two or three of the names of the letters of the alphabet, and they did not receive a designated treatment.

Group E--Students who were not preregistered in kindergarten, and whose letter-name knowledge was unknown, and they did not receive a designated treatment.

## CHAPTER II REVIEW OF RELATED LITERATURE

The literature related to this study is presented in three separate major areas. These are preschool parent involvement in teaching, teaching the letter names of the alphabet, and parent activism.

### Preschool Parent Involvement in Teaching

According to Gordon (1977), parent education and parent involvement have followed two main directions in the United States. The first of these stemmed from the European influence and was linked with the Progressive Education movement and Deweyian thought. Gordon paralleled this approach with one "that in today's jargon we might call 'mainstreaming'" (p. 71). He described the second approach as one that "called for utilizing parent education and home visitations to integrate the flow of immigrants into the mainstream" (p. 71).

Coleman, Campbell, Hobson, McPortland, Mood, Weinfeld, and York (1966) reported a study from which two conclusions were drawn. The first was that variations in academic achievement of students had a strong relationship to the family background of the students. Secondly, it was indicated that the strong relationships increased rather than diminished as the children progressed through school (p. 72).

Coleman et al. (1966) further stated:

The sources of inequality of educational opportunity appear to be first in the home itself and the cultural influences immediately surrounding the home; then they

lie in the schools' ineffectiveness to free achievement from the impact of the home, and in the schools' cultural homogeneity which perpetuates the social influences of the home and its environment. (pp. 73-74)

The results of many studies have both confirmed and strengthened the belief that the home and school jointly influence achievement (Guttman, 1978; Jenkins, 1979; Jester, 1972; Knox & Glover, 1978; Mosteller & Moynihan, 1972; Ware & Garber, 1972). Mosteller and Moynihan (1972) urged consideration of methods to change the ways parents deal with their children at home (p. 43). "There are differences in the ways mothers teach their children and these differences are a function of socioeconomic level" (Jester, 1972, p. 169). Jester concluded his study as follows:

The fact that differences in mothers' teaching styles are so clearly a function of socioeconomic background should indicate why some low income children often have difficulty adapting to the typically middle income school system and structure . . . the first step is to identify those mothers whose teaching behavior with their children is less than optimal, and help these mothers improve their teaching ability. (pp. 169-170)

Vukelich and McAdam (1978) pointed out that "parents from higher socioeconomic levels . . . tend to predict their children's performance better than do parents from lower socioeconomic levels" (p. 345).

A study conducted by Ramey, Farran, and Campbell (1979) indicated that one can look within an "apparently homogeneous social class group and predict the child's later intelligence from information about the child's mother" (p. 812).

The mother continually functions as a teacher in her everyday interactions with her child. Thus, "much of the implicit curriculum

and instructional method to which the child is exposed in the home during the early years is mediated by maternal teaching strategies" (Laosa, 1978, p. 1129).

Laosa (1978) concluded from a study that the higher the mother's level of formal education the more she used inquiry and praise as teaching strategies. On the other hand, the lower the mother's level of formal education, the more she used modeling as a teaching strategy (p. 1134).

A considerable amount of research has been done on the influence of the family on the cognitive development and the later reading success of the preschool child. This research and recognition has given impetus to the development of programs aimed at either providing parents with instruction in teaching their young children, or involving the parents in a cooperative effort with preschool teachers in which they provide supplementary instruction at home (Shipman, 1978; Vukelich, 1978).

The results of a study by Deneke, McLaughlin, and Hunsaker (1979) indicated that parents with a minimum of training were able to increase the letter recognition skills of their child. The overall results indicated that "more letter symbols were verbally named by the child when praise and consumable reinforcers were employed" (p. 140).

As children begin to understand and use language, according to Clarke-Stewart, VanderStoep, and Killian (1979), "the amount they vocalize and the size of their vocabularies are related to maternal

speech and behavior" (p. 785). Anselmo (1978) pointed out that most language learning takes place well before children enter kindergarten and that oral language ability may be considered a basis for developing reading skills (p. 139).

Although research has concluded that the home environment is a prominent factor in explaining children's attitudes toward reading and their reading success in school, a study conducted by O'Rourke (1979) indicated that this relationship is not strong during the late junior high years (p. 340). This adds more strength to the fact that parents have a huge responsibility while their children are very young.

Dickstein and Posner (1978) suggested the possible significance of the parental relationship for the development of a positive self-concept (p. 273). This is further stressed by Matas, Arend, and Sroufe (1978) in the following:

From infancy to early childhood, then, prediction is that the child with a secure, effective attachment relationship will later exhibit competent, more autonomous functioning, in terms of both affective involvement and problem-solving style. (p. 548)

According to Scifres (1979) reading to the child when he is very young will tend to inspire the child to want to read when he becomes older (p. 68). Tobey and Martinez (1979) enforced this even more with the following:

Children who have been read to at home, who have developed facility with oral languages, and who feel secure enough to ask questions and venture solutions almost invariably do well in reading when they get to school. (p. 94)

The positive potential of parents to influence their children's academic progress is great. Gollub (1977) recalled a study done by

Milner in 1951 in which Milner "obtained significant gains in reading achievement for children by simply increasing the quantity and quality of parent-child interaction at dinnertime" (p. 655). Miles (1977) also pointed out that "mealtime has proved to be the time when children of all ages absorb the greatest number of impressions and the most information from their parents" (p. 59). A single common factor in the histories of National Merit Scholars was that "they came from families who ate dinner together" (p. 59). Parents are unlikely to achieve a quality relationship with children unless they invest time (Strom, 1977, p. 80). In many ways parents and friends exert a greater influence upon children than does formal schooling (Jackson, 1977, p. 27).

Studies have indicated that older siblings, as well as parents, have a significant influence on the child's cognitive development (Cicirelli, 1977, p. 309). This could be one of the strongest positive features of the Follow Through Program. "Younger siblings from Follow Through homes may come to school better prepared than children in non-Follow Through homes" (Gordon, Olmsted, Rubin, & True, 1979, p. 50).

#### Teaching the Letter Names of the Alphabet

Samuels (1972) indicated that it was not the letter name, but rather the letter sound training which was useful in facilitating reading (p. 73). Jenkins, Bausell, and Jenkins (1972) concluded that letter sounds are more difficult to learn than their corresponding names (p. 79). Samuels (1972) stated: "While there is no argument with the



importance of letter-name knowledge, it seems ill-advised to suggest to teachers that this type of training will help the child learn to read" (p. 73).

The results of two experimental classroom findings (Johnson, 1970; Ohnmacht, 1969) failed to prove that letter-name knowledge produced reading achievement to a greater degree when compared to groups which did not receive the training. Samuels (1972) pointed out that "although letter-name knowledge does not seem to have any beneficial effect on reading, there is evidence that letter-sound knowledge does have a positive effect" (p. 73). The fact that reading is basically a visual process "suggests that the prior establishment of abstract visual codes for letters may be more essential to reading than preknowledge of letter names" (McFarland, Frey, & Landreth, 1978, p. 445).

The use of letter names did have a strong correlational support according to other sources. "Dykstra [Note 2] reported that the best single predictor of reading achievement is knowledge of letter names" (Jenkins et al., 1972, p. 75). This knowledge, according to Durrell and Murphy (1964), also helps the child in learning sounds. "Most letter-names contain their sounds, and this assists the child in relating the phoneme in the spoken word to its form in print. Children who know letter-names learn words more readily" (p. 143).

Williams (1969) indicated that learning to differentiate and recognize letters was one of the primary steps in learning to read (p. 501). Also, Chisholm and Knafle (1978) stated "since letter names

are useful in other situations, such as in spelling, letter-name knowledge seems appropriate for beginning readers" (p. 6). Reitsma (1978) indicated that individual letters representing the several phonetic segments of a word must be learned in order for a child to take advantage of the fact that our language is written alphabetically (p. 315).

Factors other than knowledge have been associated with influencing reading achievement.

Since we already know that in the elementary school IQ is highly correlated with reading achievement, it is not surprising that letter-name knowledge is also correlated with reading achievement.

Another heuristic explanation of the correlation between letter-name knowledge and reading achievement is that the kind of home background which enables a child to enter first grade knowing many of the letters of the alphabet would be the kind of home in which academic achievement is stressed. Again, it is well known that socio-economic status and home environment are highly correlated with school achievement. (Samuels, 1972, p. 72)

Weaver and Shonkoff (1978) indicated two plausible relationships for correlational studies that had been done: "(1) learning letter names results in children becoming better readers and (2) learning the letter names and being a good reader are both the result of other factors" (p. 35). Most experts, according to Weaver and Shonkoff, accepted the latter as the more likely explanation.

Regardless of these findings, Weaver and Shonkoff made the assumption that teaching letter names should not be abandoned due to the following:

Activities which teach letter names form part of the rich and varied language environment that seems to

produce better readers. Young children are proud of their letter name knowledge, and we think that it is a good idea to provide kindergarteners with this sense of accomplishment.

Most important, the letter name should be taught during kindergarten because letter name knowledge is necessary for communication between the teacher and the students during reading and language instruction. (Weaver and Shonkoff, 1978, pp. 36-37)

### Parent Activism

Involving parents in our public schools is both an old phenomenon and a new one, according to Barth (1978). Barth pointed out that parents took turns lodging the local schoolmaster and supplying wood for the stove for years (p. 52).

The ways parents were involved in the 1970s were as varied as the opportunities.

[These included] volunteer assistants to a classroom teacher, library aides, art volunteers, reading aides, parent advisory committee members and leaders, PTA executive board members and officers, instructional council representatives, and community school council members. (Guttman, 1978, p. 17)

Perry (1978) reported on the John J. Ryle School in Stamford, Connecticut, where the volunteers actually taught in a classroom. Some visitors failed to be able to distinguish between the teacher, the aide, and the volunteer (p. 29).

Parents represent a crucial variable in the ability of school children to achieve academically (Sills, 1978). They can be either a positive force or a negative force, depending on whether they "bad-mouth" the school or praise it (p. 47). It is the school's responsibility to take the initiative to get the parents involved (Crisciolo, 1978, p. 95).

Most parents really are interested and want to be knowledgeable. They want to be given the chance to participate in their children's schooling (Harris, 1978, p. 85). Barnes (1978, p. 40) indicated that if parents were offered the means to acquire the necessary knowledge and skills, they would assume the responsibility.

Although parents wanted to foster their children's learning, Gollub (1977) pointed out the following obstacles which interfered with parents' good intentions:

- 1) Parents have little time to devote to individual children.
- 2) They feel estranged from school and its personnel.
- 3) They would like to help their children especially with reading and writing, but they don't know how.
- 4) Like most parents everywhere, they find it harder to teach their own child and handle his or her anxieties about learning than to work with someone else's child. (p. 655)

Wise and Thornburg (1978) discussed reasons for the low involvement association which continued to exist between home and school. Their feelings were that both home and school appeared to be committed to maintaining the equilibrium. They were both quick to restore harmony when a disturbance occurred. "School officials seem to be motivated frequently by fear of public reactions, whereas parents tend to feel their children's educational welfare may be put in jeopardy should a confrontation develop" (p. 180). Both parties were on the same side. They both wanted the most effective education possible for the children of this nation. Wise and Thornburg stated that for this to become a reality, professional educators, parents and other concerned individuals, and community groups will have to "sit down together and begin to thrash out their modes of interaction in the

education of children" (p. 186). "If the parents have very little say or choice in what they get from the school, the school has no choice about what it receives from the parents" (Tobey & Martinez, 1979, p. 94).

Shared responsibility is of utmost importance. How much a child grows in learning and self-esteem is largely dependent on how well parents and teachers work together (Granowsky, Middleton, & Mumford, 1979, p. 830). When parents work along with the teachers in the children's classroom, "Teachers as well as parents change as a result of direct experiences with each other" (Guttman, 1978, p. 16).

### CHAPTER III PROCEDURES

Certain procedures were used in order to answer the basic question posed in the statement of the problem. The question was whether or not there were significant differences in student achievement and/or parent activism among five groups of children by examining (a) pre-school parental involvement in two treatment groups and one control group, (b) those who were preregistered for kindergarten and those who were not, and (c) the amount of letter-name knowledge at the time of preregistration. The recognition of letter names was used as the criterion of knowledge due to research which has shown letter recognition to be a predictor of reading achievement (Chisholm & Knafle, 1978; Jenkins et al., 1972; Williams, 1969). The procedures chapter is classified into six sections which are as follows: (a) study design, (b) selection and assignment, (c) treatment, (d) instrumentation, (e) data collection, and (f) data treatment.

#### Study Design

The experimental design used for the study is a variation of Campbell and Stanley's design #6 which is referred to as "The Posttest-Only Control Group Design" (1963, pp. 25-31). The design is diagrammed as follows:

R X  $O_1$ R Y  $O_2$ R  $O_3$  $O_4$  $O_5$ 

The symbol R indicates random assignment to separate treatment groups and the symbols  $O_1$ ,  $O_2$ ,  $O_3$ ,  $O_4$ , and  $O_5$  refer to the groups at the time of the achievement test. The symbols X and Y refer to the two separate treatments given two of the groups: "X" indicating parental help using the experimental booklet, and "Y" indicating parental help using the prepared flash cards. The left-to-right dimensions indicate the temporal order, and the vertical dimensions indicate simultaneous activity.

#### Selection and Assignment

The population for the study consisted of children who registered for kindergarten in a small rural county in central Florida. Some had been preregistered for fall admission to kindergarten in the spring of 1978, and some were not preregistered. At the time of the preregistration, while the researcher pointed to a prepared chart containing each of the 26 letters of the alphabet, each parent was asked this question: "If you point to any of these letters and ask, 'What is this?' will your child be capable of telling you the name of the letter?" Parents were invited to participate in the study only if they stated

that their child would not know more than two or three of the letter names. The study was then briefly explained to them. This formulated the part of the sample from which to randomly assign the children into Groups A, B, and C.

The parents of the children in this sample group signed a consent form (see Appendix A) which consisted of biographical data, and they were asked to draw from a box of folded papers on which was written the following: (a) booklet, (b) flash cards, and (c) control. The drawing of one of these three determined the random group assignment for the child into either Group A, Group B, or Group C.

Group D was chosen randomly from the group whose parents indicated their child would know more than two or three of the letter names of the alphabet if asked. Group E was chosen randomly from the students whose parents did not preregister them for kindergarten.

### Treatment

The parents of the two groups who received either the prepared experimental booklets, or the prepared flash cards, were given special instructions, both written and verbal, on the procedure to use in helping their child. See Appendices B and C for the written instructions for each treatment.

The prepared experimental booklet was divided into seven sets. Included in the first set were the letters K, L, A, and H. The student began by identifying a picture verbally. The letter name was included in the verbal sound naming the picture rather than the sound of the letter. For example, a picture of an elephant was used in teaching



the letter name for "L." A step-by-step transition removed the "crutch" of seeing the picture of the elephant and associating the letter name of "L" to seeing the letter "L" and knowing its letter name. Some excerpts from the first set of the booklet are included in Appendix D.

The prepared flash cards used had the same printed form of the letters as was in the experimental booklet. Each child who received the treatment of parental help using flash cards was given a complete set of 26 cards.

The parents of the children in the control group, Group C, were thanked and briefly told that they did not need to do anything extra with their child. It was explained that their consent had been needed in the event they drew a particular activity for them to do which would have led to assignment in Group A or B. Every parent who was invited agreed to participate.

#### Instrumentation

The California Test of Basic Skills (CTBS) was administered to all five groups during the spring of 1979 while they were in kindergarten. The CTBS score for letter recognition was used to determine student achievement.

The parents of every student in the five groups received three separate ratings for activism as determined subjectively by the principal, the teacher, and the curriculum assistant. The parents of the students in the five groups were rated on a scale of 1 to 3 depending on their participation in the following: (a) attend PTA or PTO regularly,

(b) serve as school volunteer, and (c) attend parenting groups. The three ratings were combined for one activism rating for each child's parent. See Appendix E for the measure used in determining parent activism.

#### Data Collection

The data determining the amount of prior letter-name knowledge for the first four groups were gathered from the parents at the time of preregistration and the CTBS achievement scores were available in the schools at the end of the kindergarten school year. The data for the subjective judgment of parent activism were gathered after the students had attended kindergarten one full school year. Any student who had originally been included in the study, but withdrew from school prior to receiving the CTBS in the spring of the kindergarten year, was withdrawn from the study. The raw data gathered for the study can be found in Appendices F and G.

#### Data Treatment

The data were analyzed by analysis of variance. Null hypotheses using pupil achievement data and parent activism data were tested with the .05 level of significance being accepted as the criterion for rejection.

#### CHAPTER IV ANALYSIS OF DATA

Tables 1 and 2 exhibit the summary of the statistical data used in the analysis of variance calculations. Each table presents the mean score, the standard deviation, and the number of students for each group. The data were used in the analysis of variance statistical tests. Table 1 exhibits the summary of statistical data for CTBS letter recognition scores of achievement for all five groups. Table 2 exhibits the summary of statistical data for ratings of parent activism for all five groups.

Tables 3 through 22 exhibit the analysis of variance data for each test used in testing the hypotheses. Each table reflects the source of variation, the sum of squares, the degrees of freedom, the mean squares, and the F ratio.

Tables 3 through 12 are concerned with the CTBS letter recognition scores of achievement. Table 3 compares the two groups collectively who received treatment of extra parental help, Group A (booklet) and Group B (flash cards), with the three groups collectively who did not receive a designated treatment, Groups C, D, and E. This relates to Hypothesis 1 ( $H_1$ ). The analysis of variance in Table 3 resulted in an F ratio of 0.60 for (1,156) degrees of freedom. The difference was not significant.

TABLE 1  
SUMMARY OF STATISTICAL DATA  
FOR CTBS LETTER RECOGNITION SCORES OF ACHIEVEMENT

	Group A	Group B	Group C	Group D	Group E
Mean Score	159.94	158.14	157.07	162.44	159.97
Standard Deviation	7.40	8.90	10.04	4.10	5.93
Number of Students	32	29	27	34	36

TABLE 2  
SUMMARY OF STATISTICAL DATA  
FOR RATINGS OF PARENT ACTIVISM

	Group A	Group B	Group C	Group D	Group E
Mean Score	4.13	4.17	4.26	5.38	4.42
Standard Deviation	1.74	1.44	1.91	2.32	1.86
Number of Students	32	29	27	34	36

TABLE 3

ANALYSIS OF VARIANCE FOR A CTBS LETTER  
 RECOGNITION SCORE OF ACHIEVEMENT FOR  
 GROUPS A AND B (EXTRA PARENTAL HELP)--  
 GROUPS C, D, AND E (NO DESIGNATED TREATMENT)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio
Between Groups	33.72	1	33.72	0.60
Within Groups	8805.50	156	56.45	---
Total	8839.22	157	---	---

Tables 4, 5, and 6 compare the group who received parental help with the experimental booklet (Group A), with the three groups who did not receive a designated treatment (Groups C, D, and E). These three tables refer to Hypothesis 2. In dividing a hypothesis into subparts for analysis, lower-case letters will be used. Therefore, Table 4 refers to Hypothesis 2a. The table compares Group A (booklet) with Group C, the group who served as a control group from the sample of those who did not know more than two or three of the letter names of the alphabet when they were preregistered for kindergarten. The analysis of variance in Table 4 resulted in an F ratio of 1.58 for (1,57) degrees of freedom. The difference in the achievement test scores of the two groups was not significant.

Table 5 compares Group A (booklet) with Group D, the group whose parents indicated they had a considerable amount of letter-name knowledge when they preregistered their children for kindergarten. This refers to Hypothesis 2b. The analysis of variance in Table 5 resulted in an F ratio of 2.94 for (1,64) degrees of freedom. Although Group D's high scoring is worth noting in this difference, it was not significant.

Table 6 compares Group A (booklet) with Group E, the group whose knowledge was unknown because they were not preregistered for kindergarten. The table refers to Hypothesis 2c and the analysis of variance resulted in an F ratio of 0.00 for (1,66) degrees of freedom which was not significant.

Tables 7, 8, and 9 compare the group who received parental help with the flash cards, Group B, with the three groups who did not

TABLE 4

ANALYSIS OF VARIANCE FOR A CTBS LETTER  
RECOGNITION SCORE OF ACHIEVEMENT FOR  
GROUP A (PARENTAL HELP WITH BOOKLET)--  
GROUP C (CONTROL GROUP)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio
Between Groups	120.07	1	120.07	1.58
Within Groups	4319.73	57	75.78	---
Total	4439.80	58	---	---

TABLE 5

ANALYSIS OF VARIANCE FOR A CTBS LETTER  
RECOGNITION SCORE OF ACHIEVEMENT FOR  
GROUP A ( PARENTAL HELP WITH BOOKLET)--  
GROUP D (CONSIDERABLE AMOUNT OF KNOWLEDGE)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio
Between Groups	103.33	1	103.33	2.94
Within Groups	2252.26	64	35.19	---
Total	2355.59	65	---	---

TABLE 6

ANALYSIS OF VARIANCE FOR A CTBS LETTER  
 RECOGNITION SCORE OF ACHIEVEMENT FOR  
 GROUP A (PARENTAL HELP WITH BOOKLET)--  
 GROUP E (KNOWLEDGE UNKNOWN)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio
Between Groups	0.02	1	0.02	0.00
Within Groups	2926.85	66	44.35	---
Total	2926.87	67	---	---

TABLE 7

ANALYSIS OF VARIANCE FOR A CTBS LETTER  
 RECOGNITION SCORE OF ACHIEVEMENT FOR  
 GROUP B (PARENTAL HELP WITH FLASH CARDS)--  
 GROUP C (CONTROL GROUP)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio
Between Groups	15.83	1	15.83	0.18
Within Groups	4841.30	54	89.65	---
Total	4857.12	55	---	---



TABLE 8

ANALYSIS OF VARIANCE FOR A CTBS LETTER  
 RECOGNITION SCORE OF ACHIEVEMENT FOR  
 GROUP B (PARENTAL HELP WITH FLASH CARDS)--  
 GROUP D (CONSIDERABLE AMOUNT OF KNOWLEDGE)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio
Between Groups	289.82	1	289.82	6.37 <sup>a</sup>
Within Groups	2773.83	61	45.47	---
Total	3063.65	62	---	---

<sup>a</sup>p < .05

TABLE 9

ANALYSIS OF VARIANCE FOR A CTBS LETTER  
 RECOGNITION SCORE OF ACHIEVEMENT FOR  
 GROUP B (PARENTAL HELP WITH FLASH CARDS)--  
 GROUP E (KNOWLEDGE UNKNOWN)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio
Between Groups	54.04	1	54.04	0.99
Within Groups	3448.42	63	54.74	---
Total	3502.46	64	---	---

receive a designated treatment (Groups C, D, and E). These three tables refer to Hypothesis 3 which relates to CTBS letter recognition score of achievement.

Table 7 refers to Hypothesis 3a and compares Group B (flash cards) with Group C, the group who served as a control group from the sample of those who did not know more than two or three of the letter names of the alphabet when they were preregistered for kindergarten. The analysis of variance in Table 7 resulted in an F ratio of 0.18 for (1,54) degrees of freedom which was not significant.

Table 8 compares Group B (flash cards) with Group D, the group whose parents indicated they had a considerable amount of letter-name knowledge when they preregistered their children for kindergarten. Table 8 refers to Hypothesis 3b and the analysis of variance resulted in an F ratio of 6.37 for (1,61) degrees of freedom which was significant ( $P < .05$ ).

Table 9 refers to Hypothesis 3c and compares Group B (flash cards) with Group E, the group whose knowledge was unknown because they were not preregistered for kindergarten. The analysis of variance in Table 9 resulted in an F ratio of 0.99 for (1,63) degrees of freedom. The difference was not significant.

Table 10 compares Group A, the group who received parental help with the booklet, with Group B, the group who received parental help with the flash cards. This table refers to Hypothesis 4 and the analysis of variance resulted in an F ratio of 0.74 for (1,59) degrees of freedom which was not significant.

TABLE 10

ANALYSIS OF VARIANCE FOR A CTBS LETTER  
RECOGNITION SCORE OF ACHIEVEMENT FOR  
GROUP A (PARENTAL HELP WITH BOOKLET)--  
GROUP B (PARENTAL HELP WITH FLASH CARDS)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio
Between Groups	49.27	1	49.27	0.74
Within Groups	3917.32	59	66.40	---
Total	3966.59	60	---	---

TABLE 11

ANALYSIS OF VARIANCE FOR A CTBS LETTER  
RECOGNITION SCORE OF ACHIEVEMENT FOR  
GROUP E (KNOWLEDGE UNKNOWN)--  
GROUP C (CONTROL GROUP)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio
Between Groups	129.59	1	129.59	2.05
Within Groups	3850.82	61	63.13	---
Total	3980.41	62	---	---

Tables 11 and 12, and Tables 6 and 9 previously discussed, refer to Hypothesis 5. These tables compare Group E, the group who was not preregistered, with the other four groups who were preregistered. The analyses which refer to Hypothesis 5a and Hypothesis 5b which compare Group E with Group A (booklet), and Group E with Group B (flash cards), can be located in the preceding paragraphs relating to Tables 6 and 9.

Table 11 compares Group E, those who were not preregistered for kindergarten, with Group C, the group who served as a control group from the sample of those who did not know more than two or three of the letter names of the alphabet when they were preregistered for kindergarten. Table 11 refers to Hypothesis 5c, and the analysis of variance resulted in an F ratio of 2.05 for (1,61) degrees of freedom. The difference was not significant.

Table 12 refers to Hypothesis 5d and compares Group E, those who did not preregister for kindergarten, with Group D, the group who had a considerable amount of prior letter-name knowledge. The analysis of variance resulted in an F ratio of 4.06 for (1,68) degrees of freedom which was significant ( $P < .05$ ).

Tables 13 through 22 are concerned with the ratings of parent activism. Table 13 refers to Hypothesis 6 and compares Groups A and B collectively, the two groups who received treatment of extra parental help, Group A (booklet) and Group B (flash cards), with the three groups collectively who did not receive a designated treatment, Groups C, D, and E. The analysis of variance resulted in an F ratio of 3.26 for (1,156) degrees of freedom. Groups C, D, and E scored higher, but the difference was not significant, although it approached significance.

TABLE 12

ANALYSIS OF VARIANCE FOR A CTBS LETTER  
 RECOGNITION SCORE OF ACHIEVEMENT FOR  
 GROUP E (KNOWLEDGE UNKNOWN)--  
 GROUP D (CONSIDERABLE AMOUNT OF KNOWLEDGE)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio
Between Groups	106.59	1	106.59	4.06 <sup>a</sup>
Within Groups	1783.35	68	26.23	---
Total	1889.94	69	---	---

<sup>a</sup>p < .05

TABLE 13

ANALYSIS OF VARIANCE FOR  
 A RATING OF PARENT ACTIVISM FOR  
 GROUPS A AND B (EXTRA PARENTAL HELP)--  
 GROUPS C, D, AND E (NO DESIGNATED TREATMENT)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio
Between Groups	11.90	1	11.90	3.26
Within Groups	569.59	156	3.65	---
Total	581.49	157	---	---

Tables 14, 15, and 16 refer to Hypothesis 7 concerning parent activism. These tables compare the group who received parental help with the experimental booklet, Group A, with the three groups who did not receive a designated treatment (Groups C, D, and E).

Table 14 compares Group A (booklet) with Group C, the group who served as a control group from the sample of those who did not know more than two or three of the letter names of the alphabet when they were preregistered for kindergarten. The analysis of variance resulted in an F ratio of 0.08 for (1,57) degrees of freedom and Table 14 refers to Hypothesis 7a. The difference was not significant.

Table 15 compares Group A (booklet) with Group D, the group whose parents indicated they had a considerable amount of letter-name knowledge when they preregistered their children for kindergarten. This table refers to Hypothesis 7b and the analysis of variance resulted in an F ratio of 6.14 for (1,64) degrees of freedom which was significant ( $P < .05$ ).

Table 16 refers to Hypothesis 7c and compares Group A (booklet) with Group E, the group whose knowledge was unknown because they were not preregistered for kindergarten. The analysis of variance resulted in an F ratio of 0.44 for (1,66) degrees of freedom which was not significant.

Tables 17, 18, and 19 compare the group who received parental help with the flash cards, Group B, with the three groups who did not receive a designated treatment (Groups C, D, and E). These tables refer to Hypothesis 8 which relates to parent activism. Table 17 compares Group B (flash cards) with Group C, the group who served as a

TABLE 14

ANALYSIS OF VARIANCE FOR  
A RATING OF PARENT ACTIVISM FOR  
GROUP A (PARENTAL HELP WITH BOOKLET)--  
GROUP C (CONTROL GROUP)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio
Between Groups	0.26	1	0.26	0.08
Within Groups	188.69	57	3.31	---
Total	188.95	58	---	---

TABLE 15

ANALYSIS OF VARIANCE FOR  
A RATING OF PARENT ACTIVISM FOR  
GROUP A (PARENTAL HELP WITH BOOKLET)--  
GROUP D (CONSIDERABLE AMOUNT OF KNOWLEDGE)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio
Between Groups	26.06	1	26.06	6.14 <sup>a</sup>
Within Groups	271.53	64	4.24	---
Total	297.59	65	---	---

<sup>a</sup>p < .05

TABLE 16

ANALYSIS OF VARIANCE FOR  
A RATING OF PARENT ACTIVISM FOR  
GROUP A (PARENTAL HELP WITH BOOKLET)--  
GROUP E (KNOWLEDGE UNKNOWN)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio
Between Groups	1.44	1	1.44	0.44
Within Groups	214.25	66	3.25	---
Total	215.69	67	---	---

TABLE 17

ANALYSIS OF VARIANCE FOR  
A RATING OF PARENT ACTIVISM FOR  
GROUP B (PARENTAL HELP WITH FLASH CARDS)--  
GROUP C (CONTROL GROUP)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio
Between Groups	0.11	1	0.11	0.04
Within Groups	153.32	54	2.84	---
Total	153.43	55	---	---



TABLE 18

ANALYSIS OF VARIANCE FOR  
A RATING OF PARENT ACTIVISM FOR  
GROUP B (PARENTAL HELP WITH FLASH CARDS)--  
GROUP D (CONSIDERABLE AMOUNT OF KNOWLEDGE)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio
Between Groups	22.91	1	22.91	5.92 <sup>a</sup>
Within Groups	236.17	61	3.87	---
Total	259.08	62	---	---

<sup>a</sup>p < .05

TABLE 19

ANALYSIS OF VARIANCE FOR  
A RATING OF PARENT ACTIVISM FOR  
GROUP B (PARENTAL HELP WITH FLASH CARDS)--  
GROUP E (KNOWLEDGE UNKNOWN)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio
Between Groups	0.96	1	0.96	0.34
Within Groups	178.89	63	2.84	---
Total	179.85	64	---	---

control group from the sample of those who did not know more than two or three of the letter names of the alphabet when they were preregistered for kindergarten. Table 17 refers to Hypothesis 8a and the analysis of variance resulted in an F ratio of 0.04 for (1,54) degrees of freedom which was not significant.

Table 18 compares Group B (flash cards) with Group D, the group whose parents indicated they had a considerable amount of letter-name knowledge when they preregistered their children for kindergarten. This table refers to Hypothesis 8b and the analysis of variance resulted in an F ratio of 5.92 for (1,61) degrees of freedom which was significant ( $P < .05$ ).

Table 19 refers to Hypothesis 8c and compares Group B, the group who received parental help with flash cards, with Group E, the group whose knowledge was unknown because they were not preregistered for kindergarten. The analysis of variance resulted in an F ratio of 0.34 for (1,63) degrees of freedom. The difference was not significant.

Table 20 compares the two groups who received different treatments of parental help. It compares Group A, the group who received parental help with the booklet, with Group B, the group who received parental help with the flash cards. The analysis of variance resulted in an F ratio of 0.01 for (1,59) degrees of freedom which was not significant. Table 20 refers to Hypothesis 9.

Tables 21 and 22, and Tables 16 and 19 previously discussed, refer to Hypothesis 10. These tables compare Group E, the group who was not preregistered, with the other four groups who were preregistered.

TABLE 20

ANALYSIS OF VARIANCE FOR  
A RATING OF PARENT ACTIVISM FOR  
GROUP A (PARENTAL HELP WITH BOOKLET)--  
GROUP B (PARENTAL HELP WITH FLASH CARDS)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio
Between Groups	0.03	1	0.03	0.01
Within Groups	151.64	59	2.57	---
Total	151.67	60	---	---

TABLE 21

ANALYSIS OF VARIANCE FOR  
A RATING OF PARENT ACTIVISM FOR  
GROUP E (KNOWLEDGE UNKNOWN)--  
GROUP C (CONTROL GROUP)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio
Between Groups	0.38	1	0.38	0.11
Within Groups	215.94	61	3.54	---
Total	216.32	62	---	---

TABLE 22

ANALYSIS OF VARIANCE FOR  
 A RATING OF PARENT ACTIVISM FOR  
 GROUP E (KNOWLEDGE UNKNOWN)--  
 GROUP D (CONSIDERABLE AMOUNT OF KNOWLEDGE)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Ratio
Between Groups	16.31	1	16.31	3.71
Within Groups	298.78	68	4.39	---
Total	315.09	69	---	---

The analyses which refer to Hypothesis 10a and Hypothesis 10b which compare Group E with Group A (booklet), and Group E with Group B (flash cards), can be located in the preceding paragraphs relating to Tables 16 and 19.

Table 21 compares Group E, the group who was not preregistered for kindergarten, with Group C, the group who served as a control group from the sample of those who did not know more than two or three of the letter names of the alphabet when they were preregistered for kindergarten. Table 21 refers to Hypothesis 10c, and the analysis of variance resulted in an F ratio of 0.11 for (1,61) degrees of freedom. The difference was not significant.

Table 22 refers to Hypothesis 10d and compares Group E, the group who was not preregistered for kindergarten, with Group D, the group whose parents indicated they had a considerable amount of letter-name knowledge when they preregistered their children for kindergarten. The analysis of variance resulted in an F ratio of 3.71 for (1,68) degrees of freedom. Group D's parents were more active and the difference approached significance, though it was not.

Tables 23 and 24 exhibit a summary of the decisions for the ten hypotheses which are divided into the subparts. Each table presents the hypothesis, the corresponding analysis of variance (ANOVA) results table number (#), the degrees of freedom, the critical value (.05), the F ratio obtained, and the decision for each hypothesis.

Table 23 presents the summary for the hypotheses concerned with CTBS letter recognition achievement. Data relating to null

TABLE 23

SUMMARY OF HYPOTHESES  
FOR CTBS LETTER RECOGNITION ACHIEVEMENT

Hypothesis	ANOVA Results Table #	Degrees of Freedom	Critical Value = 0.05	F Ratio	Hypothesis Decision
$H_1: \frac{\bar{X}_A + \bar{X}_B}{2} = \frac{\bar{X}_C + \bar{X}_D + \bar{X}_E}{3}$	3	1,156	3.90	0.60	Not Rejected
$H_{2a}: \bar{X}_A = \bar{X}_C$	4	1,57	4.01	1.58	Not Rejected
$H_{2b}: \bar{X}_A = \bar{X}_D$	5	1,64	3.99	2.94	Not Rejected
$H_{2c}: \bar{X}_A = \bar{X}_E$	6	1,66	3.99	0.00	Not Rejected
$H_{3a}: \bar{X}_B = \bar{X}_C$	7	1,54	4.02	0.18	Not Rejected
$H_{3b}: \bar{X}_B = \bar{X}_D$	8	1,61	4.00	6.37	Rejected

TABLE 23--Continued

Hypothesis	ANOVA Results Table #	Degrees of Freedom	Critical Value = 0.05	F Ratio	Hypothesis Decision
$H_{3c}: \bar{x}_B = \bar{x}_E$	9	1,63	3.99	0.99	Not Rejected
$H_4: \bar{x}_A = \bar{x}_B$	10	1,59	4.00	0.74	Not Rejected
$H_{5a}: \bar{x}_E = \bar{x}_A$	6	1,66	3.99	0.00	Not Rejected
$H_{5b}: \bar{x}_E = \bar{x}_B$	9	1,63	3.99	0.99	Not Rejected
$H_{5c}: \bar{x}_E = \bar{x}_C$	11	1,61	4.00	2.05	Not Rejected
$H_{5d}: \bar{x}_E = \bar{x}_D$	12	1,68	3.98	4.06	Rejected

TABLE 24  
SUMMARY OF HYPOTHESES  
FOR PARENT ACTIVISM RATING

Hypothesis	ANOVA Results Table #	Degrees of Freedom	Critical Value = 0.05	F Ratio	Hypothesis Decision
$H_6: \frac{\bar{x}_A + \bar{x}_B}{2} = \frac{\bar{x}_C + \bar{x}_D + \bar{x}_E}{3}$	13	1,156	3.90	3.26	Not Rejected
$H_{7a}: \bar{x}_A = \bar{x}_C$	14	1,57	4.01	0.08	Not Rejected
$H_{7b}: \bar{x}_A = \bar{x}_D$	15	1,64	3.99	6.14	Rejected
$H_{7c}: \bar{x}_A = \bar{x}_E$	16	1,66	3.99	0.44	Not Rejected
$H_{8a}: \bar{x}_B = \bar{x}_C$	17	1,54	4.02	0.04	Not Rejected
$H_{8b}: \bar{x}_B = \bar{x}_D$	18	1,61	4.00	5.92	Rejected



TABLE 24--Continued

Hypothesis	ANOVA Results Table #	Degrees of Freedom	Critical Value = 0.05	F Ratio	Hypothesis Decision
$H_{8c}: \bar{x}_B = \bar{x}_E$	19	1,63	3.99	0.34	Not Rejected
$H_9: \bar{x}_A = \bar{x}_B$	20	1,59	4.00	0.01	Not Rejected
$H_{10a}: \bar{x}_E = \bar{x}_A$	16	1,66	3.99	0.44	Not Rejected
$H_{10b}: \bar{x}_E = \bar{x}_B$	19	1,63	3.99	0.34	Not Rejected
$H_{10c}: \bar{x}_E = \bar{x}_C$	21	1,61	4.00	0.11	Not Rejected
$H_{10d}: \bar{x}_E = \bar{x}_D$	22	1,68	3.98	3.71	Not Rejected

Hypothesis 1 through null Hypothesis 5d are included in this table. Hypotheses 1, 2a, 2b, 2c, 3a, 3c, 4, 5a, 5b, and 5c were not rejected. Hypotheses 3b and 5d were rejected.

The first null hypothesis which was rejected is Hypothesis 3b. It states there is no significant difference between the achievement test scores of Group B, the group who received parental help with the flash cards, and Group D, the group whose parents indicated they had a considerable amount of letter-name knowledge when they preregistered their children for kindergarten. Group D's scores were found to be significantly higher than Group B's.

The other null hypothesis concerned with CTBS letter recognition achievement which was rejected is Hypothesis 5d. This hypothesis states there is no significant difference between the achievement test scores of Group E, the group who was not preregistered for kindergarten, and Group D, the group whose parents indicated they had a considerable amount of letter-name knowledge when they preregistered their children for kindergarten. Group D's scores were significantly higher than Group E's.

Table 24 presents the summary for the hypotheses concerned with parent activism rating. Data relating to null Hypothesis 6 through null Hypothesis 10d are included in this table. Hypotheses 6, 7a, 7c, 8a, 8c, 9, 10a, 10b, 10c, and 10d were not rejected. Hypotheses 7b and 8b were rejected. Hypothesis 7b states there is no significant difference between the degree of parent activism of Group A, the group who had parental help with the booklet, and Group D, the group whose parents indicated they had a considerable amount of letter-name knowledge when

they preregistered their children for kindergarten. Group D's parents were found to be significantly more active than Group A's.

The second hypothesis concerned with parent activism which was rejected is null Hypothesis 8b. This hypothesis states there is no significant difference between the degree of parent activism of Group B, the group who had parental help with flash cards, and Group D, the group whose parents indicated they had a considerable amount of letter-name knowledge when they preregistered their children for kindergarten. Group D's parents were found to be significantly more active than Group B's.

Tables 25 and 26 exhibit a summary of only the null hypotheses in chart form which were rejected. Table 25 presents the summary for the rejected null hypotheses concerned with CTBS letter recognition achievement. An "X" indicates the intercept for comparison of groups. Table 26 presents the summary for the rejected null hypotheses concerned with parent activism rating.

All of the hypotheses in the study were tested at the .05 level of significance. The raw data used can be found in Appendices F and G.

TABLE 25

SUMMARY OF NULL HYPOTHESES REJECTED  
FOR CTBS LETTER RECOGNITION ACHIEVEMENT

	Group A:	Group B:	Group C:	Group D:	Group E:
	Parental help --booklet	Parental help --flash cards	No designated treatment	No designated treatment	No designated treatment
	Little knowledge	Little knowledge	Little knowledge	Considerable knowledge	Knowledge unknown
	Preregistered kindergarten	Preregistered kindergarten	Preregistered kindergarten	Preregistered kindergarten	Did not preregister
Group A					
Group B				X	
Group C					
Group D		X			X
Group E				X	

TABLE 26

SUMMARY OF NULL HYPOTHESES REJECTED  
FOR PARENT ACTIVISM RATING

	Group A:	Group B:	Group C:	Group D:	Group E:
	Parental help --booklet	Parental help --flash cards	No designated treatment	No designated treatment	No designated treatment
	Little knowledge	Little knowledge	Little knowledge	Considerable knowledge	Knowledge unknown
	Preregistered kindergarten	Preregistered kindergarten	Preregistered kindergarten	Preregistered kindergarten	Did not preregister
Group A				X	
Group B				X	
Group C					
Group D	X	X			
Group E					

## CHAPTER V INTERPRETATION OF DATA

The problem studied was to determine if there were significant differences in student achievement and/or parent activism among five groups of children by examining (a) extra preschool parental involvement in two treatment groups and one control group, (b) those who were preregistered for kindergarten and those who were not, and (c) the amount of letter-name knowledge at the time of preregistration. The two treatment groups and the control group were from the sample whose parents indicated they had very little knowledge of letter names when preregistering their children for kindergarten; one was from a sample with a considerable amount of prior knowledge of letter names as indicated by their parents; the other was from a sample whose knowledge of letter names was unknown because they were not preregistered for kindergarten.

The treatments for the two groups were (a) parental help in the form of an experimental booklet for teaching letter names, and (b) parental help in the form of flash cards for teaching letter names. The study indicated that either method of teaching the letter names of the alphabet would produce similar results.

There was no significant difference between the achievement test scores of Group A who received parental help with the booklet, and Group B who received parental help with the flash cards. There was,

however, a significant difference between the achievement test scores of Group B (flash cards) and Group D, the group whose parents indicated they had a considerable amount of letter-name knowledge when they preregistered their children for kindergarten. Group D scored significantly higher than Group B.

There was another difference large enough to indicate a possible trend. Although not significant, when Group A (booklet) was compared with Group C (control), with Group D (considerable amount of prior knowledge), and with Group E (were not preregistered), Group D's achievement test scores were much higher than the scores of Group A.

Both groups who received parental help as treatment (Group A and Group B), when compared separately with Group D for parent activism rating, produced significant results. Group D is the group whose parents indicated they knew more than two or three of the letter names of the alphabet when they preregistered their children for kindergarten. Group D's parents were significantly more active than either Group A's or Group B's parents.

When Group E, the group whose knowledge was unknown because they were not preregistered for kindergarten, was compared with Group D, the group whose parents indicated they had prior letter-name knowledge, there was a significant difference in achievement test scores. Group D scored significantly higher than Group E. When these same two groups were compared for parent activism, the difference approached significance. Group D's parents were rated as being much more actively involved than Group E's parents, although the difference was not significant.

There were no other significant differences relating to those groups who were preregistered as compared to those who were not preregistered. The difference previously mentioned was attributed to Group D, the group whose parents indicated they had a considerable amount of letter-name knowledge when they preregistered their children for kindergarten, rather than attributed to whether or not the groups preregistered for kindergarten. In every instance in which the null hypotheses were rejected, Group D was involved.

One other comparison had a difference worth noting, although it was not significant. This was the comparison of Groups A and B collectively, the groups who received the treatment of parental help, with Groups C, D, and E collectively, the three groups who did not receive a designated treatment, when they were tested for parent activism. This comparison also involved Group D. Groups C, D, and E collectively had a higher parent activism rating than Groups A and B collectively.

The findings in this study support other research concerned with the influence of the family and home environment on the child's academic success. The students in Group D had already been exposed to influences during their earlier years. Their experiences had enabled them to know the names of the letters of the alphabet prior to preregistering for kindergarten.

Also, the parents of Group D exerted more parent activism after the children were in school than did the parents of the other groups. The indication is that parents hold the key to their young children's early academic success in school. Those parents who offered their child



the kinds of experiences early in life which resulted in letter-name knowledge, were the same parents who demonstrated an interest in their child after he/she entered school by becoming actively involved in school activities.

In conclusion, there was no significant difference between the comparison of the two treatment groups. There was, however, a significant difference between the achievement test scores of Group B (flash cards) and Group D (prior letter-name knowledge).

Both treatment groups, Groups A and B, when compared separately with Group D for parent activism rating, produced significant results. Group D's parents had already been involved with their children prior to preregistration, and they were significantly more active after the children were in school than the parents of the two treatment groups.

When Group E, the group who was not preregistered for kindergarten, was compared with each of the other groups for achievement test scores, the only significant difference was when Group E was compared with Group D. Group D's scores were significantly higher than Group E's. Group D (prior letter-name knowledge) was involved in every instance in which the null hypotheses were rejected. When a significant difference existed, Group D either scored higher on CTBS letter recognition achievement, or Group D's parents were rated higher on parent activism.

## CHAPTER VI SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### Summary

The problem studied was to determine if there were significant differences in student achievement and/or parent activism among five groups of children by examining (a) extra preschool parental involvement in two treatment groups and one control group, (b) those who were pre-registered for kindergarten and those who were not, and (c) the amount of letter-name knowledge at the time of preregistration.

The first four groups, Groups A, B, C, and D, consisted of children whose parents preregistered them for kindergarten. Group E consisted of randomly selected kindergarten children who were not preregistered.

Groups A, B, and C were randomly selected from the sample whose parents indicated during preregistration that they did not know more than two or three of the letter names of the alphabet. Group A received treatment of parental help in the form of an experimental booklet for teaching letter names using a nonphonetic approach. Group B received treatment of parental help in the form of prepared alphabet flash cards, and Group C served as the control.

Group D was randomly selected from the sample whose parents indicated during kindergarten preregistration that they knew

more than two or three of the letter names. Group E's letter name knowledge was unknown because they were not preregistered.

Student achievement was determined by the letter recognition score obtained on the California Test of Basic Skills (CTBS) during the spring of the kindergarten school year. A parent activism score was determined subjectively by the principal, the teacher, and the curriculum assistant at the end of the kindergarten school year. Parent activism is defined as (a) attendance at PTA or PTO meetings, (b) serving as school volunteer, and/or (c) attendance at parenting workshops.

Data were analyzed by analysis of variance to test for significant differences between and among the groups for CTBS letter recognition scores of achievement and/or parent activism rating. Null hypotheses were tested with the .05 level of significance being accepted as the criterion for rejection.

In every instance in which the null hypotheses were rejected, Group D was involved. When the differences were significant, Group D either scored higher on letter recognition scores of achievement, or Group D's parents were rated higher on parent activism. Group D was the group whose parents indicated they knew more than two or three of the names of the letters of the alphabet when they preregistered their children for kindergarten.

The results indicated that either method of teaching the letter names would produce similar results. There were no significant

differences between the two treatment groups, Group A (booklet) and Group B (flash cards), in student achievement or parent activism. However, there was a significant difference between the achievement test scores of Group B (flash cards) and Group D, the group whose parents indicated they had a considerable amount of letter-name knowledge when they preregistered their children for kindergarten. Group D scored significantly higher than Group B.

Another difference in testing for student achievement was large enough to indicate a possible trend associated with Group D. Though not significant, when Group A (booklet) was compared with Group D (prior letter-name knowledge), Group D's achievement test scores were much higher than the scores of Group A.

A significant difference when testing for achievement test scores was the comparison of Group D (prior letter-name knowledge) with Group E, the group who was not preregistered and whose knowledge was unknown. Group D scored significantly higher than Group E. When these same two groups, Group D and E, were compared for parent activism, Group D's parents were rated as being much more actively involved than group E's parents. The difference approached significance, although it was not significant, thus indicating a possible trend.

When Group D (prior letter-name knowledge) was compared with Group A (booklet) and with Group B (flash cards) for parent activism, the difference was significant in each comparison. Group D's parents were rated as being significantly more active than either Group A's parents or Group B's parents.

### Conclusions

The differences which occurred when Group D was compared with the other four groups indicate a possible trend. Group D is the group whose parents indicated their children knew more than two or three of the letter names when they preregistered them for kindergarten.

The implications are that there is a strong positive relationship between the home environment of the young preschool child and the child's academic success when he or she enters school. Group D's prior letter-name knowledge had been cultivated by someone, or something, during the child's earlier growing years in his or her environmental setting.

Parents either positively or negatively function continually as a teacher with their children. Parents who want to blame the schools for educational malpractice should take a closer look at home to examine their child's preschool educational experiences (or lack of experiences).

Another interesting factor is that the parents seemed to be accurate in predicting their child's letter-name knowledge. It follows that educational planners might want to consider the competence of the parents by getting information from them concerning their child's ability in certain areas, when they register their child for kindergarten. The information could save testing time in planning a kindergarten program responsive to individual children's skill levels.

The study implies that a short-term crash method of parental involvement is not as effective as parental involvement which might have begun as early as birth. Prior to the study, Groups A and B who received

parental help did not know more than two or three of the letter names at the time of kindergarten preregistration. They had apparently not been exposed to an environment which fostered letter-name learning, or they had not reached the maturation level which would have enabled them to grasp the knowledge. In either case, the programmed parental help which Groups A and B received from spring of 1978 to fall of 1978 did not compensate for the letter-name knowledge that existed among Group D prior to preregistration.

#### Recommendations

It is recommended that administrators plan, advertise, and oversee parenting workshops, while encouraging parents, and future parents, of infants and preschool children to attend. The media should be utilized to the fullest in advertising these workshops. The researcher recommends the parenting workshops emphasize the critical importance of the learning environment during the child's formative years on his or her academic school success. During the workshops, parents may agree to become volunteers in the schools. The relationship between the home and school may contribute greatly to an increase in the child's learning.

It is further recommended that administrators investigate the possibility of organizing programs for preschool children in collaboration with local libraries. There may be other local agencies with certain expertise which would be of benefit to preschoolers, and if asked, they may be very willing to cooperate with the schools in organizing programs for preschoolers.

There seemed to be a trend that Group D, the group who knew more than two or three letter names when they were preregistered, rated higher in achievement and/or parent activism than the other groups. Though not significant except in four comparisons, the possible trend was there. The problem may have been the sample size. For further research, it is recommended that researchers replicate this study with a larger sample to see whether there is in fact a trend, or to see if the difference found was simply one of chance.

The findings of this study are by no means conclusive. Additional research is recommended using similar activities over a longer period of time. The researcher also recommends that, whenever possible, several contacts be made with the parents during the time they are using particular materials with their child. This will assure the parents and the researcher that the materials are being used as they were originally intended in order to be the most effective.

#### REFERENCE NOTES

1. Braby, R., & Ham, W. Experimental booklet. Unpublished document used for this study, 1978. (Dr. Braby is a research coordinator with the United States Navy and Dr. Ham is the supervisor of early childhood education for the Sumter County schools in Florida.)
2. Dykstra, R. Relationships between readiness characteristics and primary grade reading achievement in four types of reading programs. Paper presented at American Educational Research Association Annual Meeting at Minneapolis, Minnesota, 1970.



## APPENDICES

APPENDIX A  
CONSENT FORM:  
EDUCATIONAL KINDERGARTEN RESEARCH

We are trying to find ways for children to learn the names of the letters of the alphabet faster. We are asking for your help. If you wish to take part in this, you will be given an assignment to help your child during the summer months. You will either be given

1. A booklet
2. Flash cards
3. Nothing (this will enable us to find out if the other things help)

\*\*\*\*\*

I wish my child \_\_\_\_\_ to take part in this activity. I will help my child to learn the names of the letters of the alphabet by using \_\_\_\_\_.

\_\_\_\_\_  
Parent's Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone Number

If no phone, give another number  
where you may be reached.

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Person

How many children are in your family: \_\_\_\_\_

Is this child the oldest\_\_\_\_\_, youngest\_\_\_\_\_, or in the middle\_\_\_\_\_?

APPENDIX B  
EXPERIMENTAL BOOKLET INSTRUCTIONS

Dear Parent,

Thank you for helping with this research project. We believe that 2 important things can happen as you participate in this project:

- (1) Your child will learn the names of the letters of the alphabet, an important step toward learning to read
- (2) You will experience ways of relating to your child in a teaching relationship--with helpful carryover into other areas in which you need to be a teacher of your child

TEN MINUTES A DAY      We ask you to spend ten minutes a day, at least, in working on this project with your child.

Hold your child on your lap as you look together at this booklet.

Be positive--keep encouraging your child by telling him/her when he/she does something correctly.

If your child gets restless, put the booklet aside and come back later when the child is ready to work.

Review, review, review--and don't worry about losing time by going back over old material.

This project uses techniques that have worked in teaching Morse code and other subjects to navy recruits. We believe it is a pleasant, painless way for your child to learn the alphabet, giving him/her a head-start on kindergarten.

If you have any questions, call Ila Jean Locke \_\_\_\_\_ (day) or  
\_\_\_\_\_ (night)

JUST 10 MINUTES EACH DAY

OR MORE IF THE CHILD WISHES

APPENDIX C  
FLASH CARDS INSTRUCTIONS

Dear Parent,

Thank you for helping us with this research project. We are wanting to see how easy it is for children to learn the names of the alphabet just by using flash cards.

Directions: Hold up a card and tell the child the name of the letter on the card.

Have the child say the name of the letter several times. Go on to the next letter and repeat the process.

It is better to spend a few minutes each day over many days rather than concentrating a lot of times all at once.

Let your child's interest determine how much time you spend on this project.

If you have questions, call Ila Jean Locke \_\_\_\_\_(day) or  
\_\_\_\_\_(night)

APPENDIX D  
EXCERPTS FROM BOOKLET

Discuss this picture with the child beginning with the statements beside the picture. Pay special attention to the elephant's long, straight trunk.



See the elephant's head.  
Look at the elephant's long,  
straight trunk.  
The elephant uses its trunk for  
grabbing hold of things.  
The elephant can also suck water up  
into its trunk and blow the  
water into its mouth.

Tell me what you know about elephants.

Have the child say "elephant" several times.

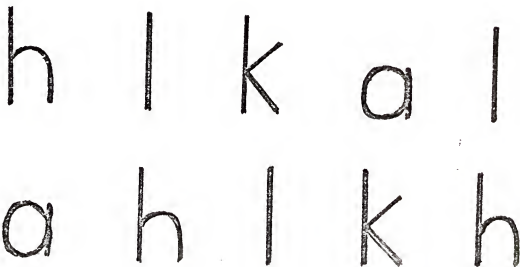
## THE ELEPHANT LETTER



Notice the elephant's trunk.  
See how long and straight it is.

Look carefully at the elephant letter.  
See how long and straight it is.

Trace your finger over the elephant letters below.  
Say "elephant letter" every time you trace over one.





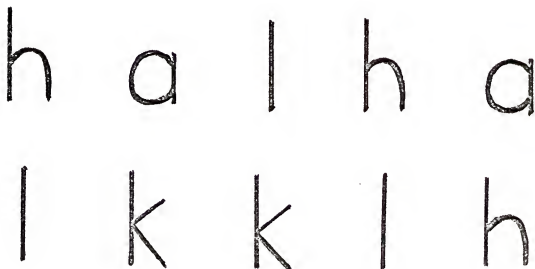


Think elephant, say "l"  
while tracing the l with  
your finger.

Repeat the real name "l".



Have the child find each l and say "l" every time the letter  
is found.



l k a h h  
k h k a l  
a a k a k  
k h k h a

Have the child pick out all the a letters.

Have the child pick out all the k letters.

Have the child pick out all the l letters.

Have the child pick out all the h letters.

Now, at random point to letters and have the child name them.

The naming of the letters should be done correctly, rapidly, and enthusiastically.

APPENDIX E  
PARENT ACTIVISM RATING

Completed by \_\_\_\_\_

No.	Child's Name	Rating	Participation of Parents		
			Attend PTA or PTO Regularly	Serve as School Volunteer	Attend Parenting Groups

Instructions:

Give a rating of 3 if they do two of these things.

Give a rating of 2 if they do one of these things.

Give a rating of 1 if they do none of these things.

APPENDIX F  
CTBS LETTER RECOGNITION  
RAW SCORE DATA

GROUP A		GROUP B		GROUP C		GROUP D		GROUP E	
No.	Score	No.	Score	No.	Score	No.	Score	No.	Score
6	164	4	164	1	153	7	164	3	164
16	164	14	164	11	156	12	156	5	153
20	164	17	164	59	164	21	146	23	156
28	146	67	164	66	164	22	156	26	164
56	164	69	164	106	164	27	164	30	164
105	164	76	164	249	138	35	164	32	164
110	164	78	164	253	151	36	164	44	164
115	164	102	164	255	164	38	164	45	164
128	150	130	153	256	130	40	164	50	164
133	156	135	145	257	164	42	164	52	156
138	156	137	164	258	164	70	164	57	164
146	164	139	150	259	164	71	164	58	164
150	164	144	140	262	133	75	164	64	164
151	164	152	142	267	164	77	156	80	164
164	156	159	156	272	164	95	164	82	156
165	164	169	164	277	149	103	164	90	164
166	164	171	138	281	156	108	164	92	164
183	164	178	164	286	156	112	164	104	164
189	145	179	164	287	156	113	164	114	164

## APPENDIX F--Continued

GROUP A		GROUP B		GROUP C		GROUP D		GROUP E	
No.	Score	No.	Score	No.	Score	No.	Score	No.	Score
194	164	181	164	299	147	129	164	117	164
195	164	184	164	281	164	162	153	126	142
196	156	193	151	283	164	174	164	134	164
198	164	204	164	285	164	197	164	143	151
199	164	206	164	286	164	205	164	187	156
201	156	216	164	291	164	212	164	188	164
203	133	224	144	46	164	223	164	202	156
209	156	228	164	293	156	237	164	208	151
214	164	234	164			246	164	221	151
219	164	236	151			252	164	225	164
222	164					269	164	227	164
230	164					276	164	240	150
232	164					294	164	265	153
						280	164	275	164
						282	164	278	164
								284	156
								290	164

TOTALS:

32	5118	29	4586	27	4241	34	5523	36	5759
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APPENDIX G  
PARENT ACTIVISM  
RAW SCORE DATA

GROUP A		GROUP B		GROUP C		GROUP D		GROUP E	
No.	Score	No.	Score	No.	Score	No.	Score	No.	Score
6	3	4	4	1	3	7	7	3	7
16	6	14	4	11	7	12	6	5	4
20	4	17	7	59	5	21	3	23	5
28	8	67	7	66	7	22	9	26	4
56	8	69	3	106	6	27	4	30	3
105	3	76	7	249	3	35	5	32	3
110	7	78	6	253	3	36	3	44	9
115	3	102	6	255	3	38	9	45	8
128	3	130	7	256	3	40	9	50	3
133	3	135	3	257	3	42	4	52	4
138	3	137	4	258	6	70	9	57	3
146	3	139	3	259	3	71	3	58	7
150	6	144	3	262	3	75	9	64	4
151	3	152	3	267	3	77	3	80	5
164	3	159	3	272	9	95	9	82	6
165	3	169	4	277	3	103	8	90	4
166	4	171	4	281	3	108	3	92	5
183	3	178	4	286	4	112	6	104	4
189	5	179	4	287	3	113	8	114	4

## APPENDIX G--Continued

GROUP A		GROUP B		GROUP C		GROUP D		GROUP E	
No.	Score	No.	Score	No.	Score	No.	Score	No.	Score
194	6	181	3	299	3	129	5	117	3
195	3	184	4	281	3	162	3	126	3
196	3	193	3	283	3	174	3	134	3
198	8	204	3	285	6	197	5	143	3
199	3	206	5	286	4	205	8	187	3
201	3	216	3	291	3	212	3	188	4
203	3	224	3	46	9	223	3	202	9
209	3	228	3	293	4	237	5	208	3
214	3	234	3			246	3	221	3
219	4	236	5			252	3	225	4
222	3					269	6	227	8
230	3					276	4	240	3
232	6					294	6	265	3
						280	3	275	6
						282	6	278	3
								284	3
								290	3

TOTALS:

32	132	29	121	27	115	34	183	36	159
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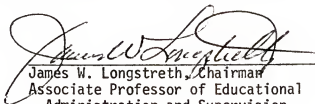
## BIOGRAPHICAL SKETCH

Ila Jean Locke was born September 18, 1937, in Sumter County, Florida. She attended Sumter County public schools through the tenth grade and graduated from the Christian Home and Bible School in Mt. Dora, Florida. She attended Jacksonville University where she received a Bachelor of Science degree with a major in elementary education. She taught elementary school a combined ten years at the Chappell School in Jacksonville, Florida, and in the Sumter County public schools. During this period she received a Master of Education degree from Rollins College in Winter Park, Florida, with a major in educational administration and supervision. She served as principal at Coleman Elementary School in Sumter County, Florida, for one year. Presently, she is serving as Coordinator of Student Services for the Sumter County school district in Florida.

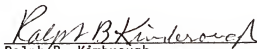
She is a member of Delta Kappa Gamma, Alpha Delta Kappa, Florida Association of Supervisors and Administrators, Florida Association of Instructional Supervisors and Administrators, and Florida Association of Student Services Administrators. She is actively involved in the last two mentioned associations, presently serving as an officer in each.

Ila Jean Locke and her husband, Dwain, of Sumter County, Florida, have two sons, Dwain, Jr., and Rick.


I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

  
James W. Longstreth, Chairman  
Associate Professor of Educational  
Administration and Supervision

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

  
Ralph B. Kimbrough  
Professor of Educational Administration  
and Supervision

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

  
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Education

This dissertation was submitted to the Graduate Faculty of the Department of Educational Administration and Supervision in the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Education.

June 1980

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